



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1100 W. Fresno Street, Tucson, AZ 85745

Tucson Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Patricia McElroy
Schedule : 07:45 AM to 04:15 PM
Grades : Pre-K-5
Web Address : edweb.tusd.k12.az.us/Menlo_Park/
Phone Number : (520) 225-2100
Fax Number : (520) 225-2101
E-mail : patricia.mcelroy@tusd1.org

Mission

We at Menlo Park Elementary School are a diverse, multicultural community of children and adults, committed to ensuring a safe and welcoming environment for everyone. We promote academic excellence, foster creativity and nurture lifelong learning.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Not Met

School Improvement Status (b)

2005-06 N/A
2004-05 Corrective Action
2003-04 Corrective Action

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Increase the percentage of students making one year's growth in reading, writing and mathematics by a minimum of 10% over the previous year, as measured by the AIMS/DPA/TerraNova.
- ü Increase the percentage of students meeting or exceeding the reading, writing and mathematics standards in grades 3-5 by a minimum of 5% per year, as measured by the AIMS test; reduce the percentage of students who fall far below standards by 5%.
- ü Increase student attendance by at least .5% over the previous year. Decrease the number of tardies by at least 10% over the previous year.

Enrollment

October 1, 2005 School Year Student Enrollment : 307
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 25

Instructional Programs

- ü Reading First
- ü Six Trait Writing Program
- ü FOSS Science Kits
- ü PACE Pre-School
- ü Full Day Kindergarten
- ü Waterford Kindergarten Literacy Program
- ü SuccessMaker Computerized Interventions

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 35 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Faculty and staff hold high expectations for themselves and for each and every one of their students. Parents receive quarterly progress reports and teachers are available for conferences. A newsletter keeps parents informed of current events.

Parents

Parents are responsible for promoting regular attendance and promptness and for ensuring proper rest and nourishment. They assist their children with homework and encourage them to do their personal best each day.

Transportation Policy

Menlo Park is a neighborhood school. All students either walk or are transported in family or day care vehicles. Parking lots are monitored during arrival and dismissal times. Bus evacuation drills are held by the district twice annually.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor

Year

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	49	4704	80010	100	99	99	415	443	447	22	11	10	27	20	18	51	54	53	NA	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	2282	38935	100	99	99	424	444	447	8	9	9	36	20	19	56	57	55	NA	14	17
Male	24	2422	40974	100	99	98	405	441	448	38	12	11	17	21	18	46	52	52	NA	15	19
African American	NC	311	4201	NC	98	99	NC	426	430	NC	20	17	NC	23	23	NC	49	51	NC	8	9
Hispanic	43	2729	34545	100	99	99	411	435	432	26	12	14	30	24	24	44	54	53	NA	10	9
Asian/Pacific Islander	NC	111	2068	NC	97	99	NC	472	474	NC	5	4	NC	12	10	NC	54	50	NC	29	36
American Indian/Alaskan Native	NC	182	3979	NC	97	96	NC	425	424	NC	15	17	NC	26	30	NC	54	47	NC	5	6
White	NC	1370	35142	NC	99	99	NC	462	465	NC	6	5	NC	12	11	NC	57	56	NC	26	28
Students with Disabilities	NC	594	10161	NC	94	93	NC	415	419	NC	30	28	NC	27	28	NC	37	36	NC	6	8
Students without Disabilities	45	4110	69849	100	100	100	418	446	451	18	8	7	27	19	17	56	57	56	NA	16	19
Limited English Proficient Students	26	739	14013	100	98	97	404	410	413	27	27	24	38	35	34	35	35	39	NA	3	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	37	2469	39029	100	99	98	413	435	432	27	12	14	24	24	25	49	54	52	NA	9	9
Non-Economically Disadvantaged	12	2235	40981	100	99	100	421	451	462	8	9	6	33	16	13	58	54	54	NA	20	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	49	4701	79438	100	99	98	428	446	451	14	10	9	39	27	24	43	55	56	4	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	2284	38775	100	99	99	445	453	457	4	8	7	36	24	22	52	58	58	8	11	13
Male	24	2417	40560	100	99	97	410	440	446	25	13	12	42	29	25	33	52	54	NA	6	9
African American	NC	311	4178	NC	98	98	NC	436	439	NC	16	13	NC	30	29	NC	50	52	NC	5	6
Hispanic	43	2723	34297	100	99	98	423	438	434	16	12	14	42	30	31	37	52	50	5	5	5
Asian/Pacific Islander	NC	111	2063	NC	97	99	NC	474	475	NC	4	3	NC	14	15	NC	65	63	NC	17	20
American Indian/Alaskan Native	NC	186	3940	NC	99	95	NC	432	429	NC	14	14	NC	34	36	NC	49	47	NC	3	3
White	NC	1369	34887	NC	99	98	NC	465	471	NC	5	4	NC	18	15	NC	62	63	NC	15	18
Students with Disabilities	NC	585	9588	NC	93	88	NC	410	416	NC	30	30	NC	36	32	NC	32	34	NC	3	5
Students without Disabilities	45	4116	69850	100	100	100	430	451	456	13	8	7	38	25	23	44	58	59	4	9	12
Limited English Proficient Students	26	734	13856	100	98	96	409	403	407	23	29	27	46	44	43	31	26	29	NA	0	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	37	2460	38685	100	98	97	427	437	435	16	12	14	38	30	32	41	53	50	5	4	5
Non-Economically Disadvantaged	12	2241	40753	100	99	99	431	456	467	8	8	5	42	23	16	50	57	62	NA	13	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	48	4706	79971	98	99	99	400	420	423	13	7	8	50	43	41	38	48	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	2287	38974	96	99	99	417	432	437	4	5	5	50	36	33	46	57	57	NA	2	4
Male	24	2419	40895	100	99	98	384	408	410	21	9	10	50	50	47	29	40	41	NA	1	2
African American	NC	311	4203	NC	98	99	NC	407	411	NC	12	11	NC	45	45	NC	42	43	NC	1	2
Hispanic	42	2724	34481	98	99	99	392	416	410	14	7	10	57	46	46	29	46	43	NA	1	1
Asian/Pacific Islander	NC	113	2067	NC	98	99	NC	438	449	NC	6	4	NC	37	28	NC	51	60	NC	5	8
American Indian/Alaskan Native	NC	185	3995	NC	98	96	NC	414	409	NC	9	10	NC	43	47	NC	49	42	NC	NA	1
White	NC	1373	35150	NC	99	99	NC	430	437	NC	5	5	NC	38	35	NC	54	56	NC	3	5
Students with Disabilities	NC	604	10258	NC	96	94	NC	373	377	NC	22	23	NC	55	51	NC	23	25	NC	1	1
Students without Disabilities	44	4102	69713	98	99	100	405	426	429	11	5	5	50	41	39	39	52	52	NA	2	3
Limited English Proficient Students	25	741	13985	96	99	97	387	378	382	16	19	18	56	56	54	28	25	27	NA	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	37	2467	38994	100	99	98	404	414	409	11	8	10	51	47	47	38	45	41	NA	1	1
Non-Economically Disadvantaged	11	2239	40977	92	99	100	387	427	437	18	6	5	45	39	34	36	53	56	NA	2	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	57	4554	80147	100	98	99	454	474	482	16	13	11	25	20	17	54	48	49	5	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	2200	39281	100	98	99	449	475	483	25	11	9	21	22	17	50	48	50	4	19	24
Male	33	2352	40780	100	97	98	458	473	482	9	14	12	27	19	17	58	48	48	6	18	24
African American	--	314	4249	--	97	99	--	463	464	--	18	17	--	19	22	--	49	48	--	14	13
Hispanic	56	2529	33494	100	98	99	455	466	466	16	15	15	23	24	23	55	47	49	5	14	14
Asian/Pacific Islander	--	109	2103	--	99	99	--	508	515	--	7	4	--	6	8	--	49	44	--	39	45
American Indian/Alaskan Native	NC	219	4117	NC	95	96	NC	447	456	NC	25	19	NC	31	27	NC	37	46	NC	7	8
White	--	1383	36122	--	98	99	--	492	501	--	7	5	--	14	10	--	51	50	--	28	35
Students with Disabilities	NC	589	10295	NC	88	92	NC	439	443	NC	35	33	NC	26	26	NC	34	33	NC	6	8
Students without Disabilities	52	3965	69852	100	100	100	458	479	488	13	10	7	21	20	16	60	50	51	6	21	26
Limited English Proficient Students	28	669	12722	100	97	97	448	439	441	18	27	27	32	35	33	46	34	37	4	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	45	2431	38371	100	97	97	451	464	465	20	16	15	27	24	23	49	47	49	4	13	13
Non-Economically Disadvantaged	12	2123	41776	100	98	100	464	485	498	NA	9	6	17	16	11	75	49	49	8	25	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	57	4563	79686	100	98	98	441	463	470	19	13	11	44	27	24	35	53	57	2	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	2214	39163	100	99	99	447	468	475	17	10	9	38	25	22	46	57	60	NA	8	10
Male	33	2347	40438	100	97	97	436	457	465	21	16	13	48	30	25	27	49	54	3	5	7
African American	--	318	4228	--	98	98	--	454	458	--	19	15	--	27	28	--	49	53	--	5	4
Hispanic	56	2525	33299	100	98	98	441	454	452	20	16	17	43	32	32	36	48	47	2	4	3
Asian/Pacific Islander	--	109	2097	--	99	99	--	484	490	--	6	5	--	12	13	--	73	68	--	8	14
American Indian/Alaskan Native	NC	223	4087	NC	97	96	NC	445	446	NC	21	16	NC	35	38	NC	43	44	NC	2	2
White	--	1388	35914	--	99	98	--	482	489	--	6	5	--	19	15	--	63	67	--	12	14
Students with Disabilities	NC	593	9808	NC	88	87	NC	425	432	NC	37	35	NC	32	32	NC	28	30	NC	3	3
Students without Disabilities	52	3970	69878	100	100	100	445	468	475	17	9	8	42	27	23	38	57	61	2	7	9
Limited English Proficient Students	28	666	12594	100	97	96	425	420	422	25	34	34	57	47	45	18	19	21	NA	0	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	45	2438	38095	100	98	97	438	452	452	22	17	17	42	32	32	33	48	48	2	3	3
Non-Economically Disadvantaged	12	2125	41591	100	98	99	452	475	486	8	9	6	50	23	16	42	59	65	NA	10	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	56	4592	80372	98	99	99	449	474	475	13	4	4	43	31	30	45	64	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	2219	39452	96	99	99	454	485	488	13	3	3	26	22	22	61	72	72	NA	2	3
Male	33	2371	40836	100	98	98	445	463	464	12	5	6	55	38	37	33	56	56	NA	1	1
African American	--	319	4264	--	98	99	--	459	465	--	8	5	--	33	35	--	57	59	--	2	1
Hispanic	55	2551	33608	98	99	99	453	469	462	11	5	6	44	33	36	45	61	57	NA	1	1
Asian/Pacific Islander	--	110	2098	--	100	99	--	487	500	--	3	2	--	19	16	--	76	75	--	2	7
American Indian/Alaskan Native	NC	224	4128	NC	97	97	NC	462	464	NC	5	4	NC	37	39	NC	58	56	NC	NA	1
White	--	1388	36213	--	99	99	--	486	489	--	2	2	--	26	22	--	69	72	--	3	3
Students with Disabilities	NC	628	10526	NC	93	94	NC	427	427	NC	14	15	NC	53	53	NC	32	31	NC	1	1
Students without Disabilities	51	3964	69846	98	100	100	453	480	482	12	3	3	41	27	26	47	69	69	NA	2	2
Limited English Proficient Students	28	674	12747	100	98	97	425	426	432	21	14	12	43	51	52	36	34	36	NA	0	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	44	2454	38521	98	98	98	441	463	461	16	6	6	43	35	38	41	59	55	NA	1	1
Non-Economically Disadvantaged	12	2138	41851	100	99	100	478	485	489	NA	2	3	42	26	22	58	69	72	NA	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	38	4552	79306	100	98	99	469	496	504	24	16	13	32	23	20	45	47	49	NA	15	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	16	2186	38845	100	98	99	467	496	505	25	14	11	31	24	20	44	49	50	NA	14	18
Male	22	2365	40383	100	97	98	471	496	504	23	18	14	32	22	19	45	45	47	NA	15	19
African American	--	277	4171	--	99	98	--	484	485	--	21	20	--	24	26	--	46	44	--	9	10
Hispanic	36	2530	32673	100	98	99	470	485	487	22	19	18	33	27	25	44	45	46	NA	9	10
Asian/Pacific Islander	--	131	2147	--	98	99	--	532	539	--	5	5	--	11	10	--	49	46	--	35	40
American Indian/Alaskan Native	NC	194	4034	NC	100	97	NC	469	479	NC	31	22	NC	27	29	NC	41	43	NC	2	7
White	NC	1420	36234	NC	97	99	NC	517	523	NC	8	6	NC	16	13	NC	51	52	NC	25	28
Students with Disabilities	NC	573	10286	NC	85	91	NC	456	462	NC	44	41	NC	29	27	NC	23	27	NC	3	5
Students without Disabilities	36	3979	69020	100	100	100	473	501	510	19	12	9	33	22	18	47	50	52	NA	16	21
Limited English Proficient Students	20	593	10291	100	96	96	458	456	458	30	41	38	35	32	34	35	26	26	NA	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	31	2380	37437	100	98	97	465	484	486	26	20	19	35	26	26	39	45	46	NA	9	9
Non-Economically Disadvantaged	NC	2172	41869	NC	98	100	NC	508	521	NC	11	7	NC	18	14	NC	49	51	NC	21	27

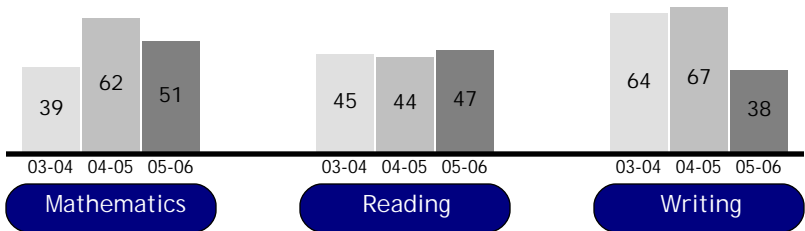
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	38	4596	79000	100	99	98	457	483	489	11	11	10	58	28	24	32	54	58	NA	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	16	2204	38774	100	99	99	452	488	494	19	7	7	56	27	22	25	57	61	NA	8	10
Male	22	2391	40150	100	98	98	461	479	485	5	14	12	59	28	25	36	53	55	NA	6	8
African American	--	279	4153	--	99	98	--	477	476	--	15	13	--	25	30	--	53	53	--	7	4
Hispanic	36	2553	32508	100	99	98	457	473	472	11	13	15	58	34	33	31	49	49	NA	4	3
Asian/Pacific Islander	--	134	2142	--	100	99	--	503	510	--	3	4	--	21	14	--	63	67	--	13	16
American Indian/Alaskan Native	NC	195	4016	NC	100	96	NC	467	467	NC	13	14	NC	39	37	NC	46	46	NC	2	2
White	NC	1435	36135	NC	98	98	NC	503	508	NC	6	4	NC	17	14	NC	64	67	NC	13	15
Students with Disabilities	NC	617	9991	NC	91	88	NC	442	449	NC	38	33	NC	37	36	NC	24	29	NC	2	2
Students without Disabilities	36	3979	69009	100	100	100	460	489	495	6	7	6	61	26	22	33	59	62	NA	8	10
Limited English Proficient Students	20	604	10199	100	97	95	445	439	439	20	34	35	65	47	47	15	18	18	NA	0	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	31	2403	37234	100	98	97	456	472	472	10	14	15	58	34	33	32	49	50	NA	3	3
Non-Economically Disadvantaged	NC	2193	41766	NC	99	99	NC	495	505	NC	8	5	NC	21	16	NC	60	65	NC	11	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	38	4607	79611	100	99	99	482	500	496	8	5	7	39	36	37	53	58	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	16	2206	39016	100	99	99	476	514	511	13	3	4	44	26	29	44	70	66	NA	1	1
Male	22	2400	40519	100	99	98	487	488	482	5	7	10	36	44	44	59	48	46	NA	0	0
African American	--	279	4188	--	99	98	--	495	486	--	6	9	--	42	40	--	51	50	--	0	0
Hispanic	36	2557	32855	100	99	99	479	495	481	8	6	10	42	39	43	50	55	47	NA	0	0
Asian/Pacific Islander	--	134	2149	--	100	100	--	524	519	--	2	4	--	28	24	--	69	70	--	1	2
American Indian/Alaskan Native	NC	192	3992	NC	99	96	NC	489	478	NC	5	10	NC	45	46	NC	49	44	NC	1	0
White	NC	1445	36380	NC	99	99	NC	510	511	NC	4	4	NC	29	30	NC	66	65	NC	1	1
Students with Disabilities	NC	643	10664	NC	95	94	NC	442	440	NC	20	23	NC	57	54	NC	22	22	NC	1	1
Students without Disabilities	36	3964	68947	100	100	100	487	509	504	6	3	4	39	32	34	56	64	61	NA	0	1
Limited English Proficient Students	20	609	10362	100	98	97	458	448	438	15	17	22	50	58	57	35	25	21	NA	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	31	2415	37626	100	99	98	481	492	479	6	6	10	42	41	45	52	52	45	NA	0	0
Non-Economically Disadvantaged	NC	2192	41985	NC	99	100	NC	510	511	NC	4	4	NC	30	30	NC	65	65	NC	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	94	38	NA	58	100	25	43	47	100	27	44	46
	Language	95	32	45	50	100	26	42	47	100	27	44	48
	Mathematics	95	47	56	64	100	33	48	50	100	35	50	52
3	Reading	96	26	NA	55	100	31	41	44	100	25	43	46
	Language	96	33	56	61	100	30	40	44	100	28	43	46
	Mathematics	94	31	53	61	100	41	47	51	100	30	48	52
4	Reading	96	26	NA	56	100	25	43	48	100	30	46	52
	Language	98	28	45	52	100	26	44	49	100	30	48	52
	Mathematics	98	33	50	61	100	37	48	53	100	41	52	58
5	Reading	93	18	NA	55	100	35	46	50	100	22	50	56
	Language	94	15	41	49	100	36	46	50	100	24	50	54
	Mathematics	94	29	53	63	100	33	45	49	100	25	48	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Menlo Park Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- ü Curriculum and Instruction
- ü Environment and Safety
- ü ASIP
- ü Implementation of 301
- ü Title I Program
- ü 21st Century Community Learning Center

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	14.00
Other Professional Staff	5.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	2	0	0
4 to 6 years	2	0	0	0
7 to 9 years	0	0	0	0
10 or more years	1	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	17
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	5%

Resources Available at School Site

Special Facilities

- ü iMac Internet Media Center
- ü Mobile Computer Lab

Extracurricular Activities

- ü KIDCO
- ü 21st Century Community Learning Center
- ü Chicanos por la Causa Mentoring Program

Social Services

- ü Counseling Services
- ü Clothing/Food Bank

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü Made AYP for two consecutive years (2004-2005 and 2005-2006) - no longer in school improvement

ü Received a Laura Bush Library grant

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	90	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our Positive Behavior Supports system introduces the school rules: 'Be Safe, Be Responsible, Be Respectful', Students are trained and receive recognition to reinforce appropriate behavior. The campus is monitored throughout the school day, with additional support provided before and after school and during lunch periods. Site administrator and School Resource Officer maintain high visibility. Visitors and volunteers are required to check in at the office and wear identification badges.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Matthew Lannuzzi	(520) 225-2100
Transportation Policy	Bill Ball	(520) 225-4802
Community Resources	Debbie Sereno	(520) 225-2100
School Nutrition Programs	Betina Gonzalez	(520) 225-2123
Parent Organization	TBA	(520) 225-2100
Student Health/Nurse	Michelle Bennett	(520) 225-2117

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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